



Application for Federal Assistance SF-424

Version 02

By _____

*1. Type of Submission		*2. Type of Application		*If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> Application	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Continuation	* Other (Specify)	
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision				

*3. Date Received:	4. Application Identifier: Cherokee Nation- Sequoyah High School
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5a. Federal Entity Identifier:	*5b. Federal Award Identifier:
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State Use Only:

6. Date Received by State:	7. State Application Identifier:
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8. APPLICANT INFORMATION:

* a. Legal Name: Sequoyah High School

* b. Employer/Taxpayer Identification Number (EIN/TIN): 73-0757033	*c. Organizational DUNS: 077345494
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d. Address:

*Street1: 17091 S. Muskogee
 Street 2: PO Box 540
 *City: Tahlequah
 County:
 *State: OK
 Province:
 Country: *Zip/ Postal Code: 74465

e. Organizational Unit:

Department Name: Education	Division Name:
-------------------------------	----------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Ms. First Name: Jolyn
 Middle Name:
 *Last Name: Rose
 Suffix:

Title: Principal

Organizational Affiliation:
Secondary Institution

*Telephone Number: 918-453-5400 Fax Number: 918-456-0634

*Email: jolyn-rose@cherokee.org

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9. Type of Applicant 1: Select Applicant Type: - Select One -

Type of Applicant 2: Select Applicant Type:
- Select One -

Type of Applicant 3: Select Applicant Type:
- Select One -

*Other (specify):
BIE Grant School

*10. Name of Federal Agency:
Bureau of Indian Education

11. Catalog of Federal Domestic Assistance Number:

84.287

CFDA Title:

21st Century Community Learning Centers Program Bureau of Indian Education Division of Performance and Accountability

*12. Funding Opportunity Number:

*Title:
Office of Elementary and Secondary Education

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*15. Descriptive Title of Applicant's Project:

Sequoyah CHOICES 21st Century Community Learning Center

Attach supporting documents as specified in agency instructions.

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16. Congressional Districts Of: **Oklahoma**
*a. Applicant **OK-002** *b. Program/Project: **OK-001, OK-002, OK-003. OK-004, Q**

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project: **After-School Program**
*a. Start Date: **January 7, 2012** *b. End Date: **June 30, 2015**

18. Estimated Funding (\$):
*a. Federal **\$200,000.00**
*b. Applicant
*c. State
*d. Local
*e. Other
*f. Program Income
*g. TOTAL **\$200,000.00**

***19. Is Application Subject to Review By State Under Executive Order 12372 Process?**
 a. This application was made available to the State under the Executive Order 12372 Process for review on
 b. Program is subject to E.O. 12372 but has not been selected by the State for review.
 c. Program is not covered by E.O. 12372

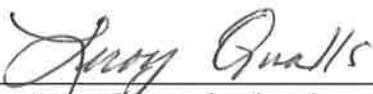
***20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**
 Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)
 **I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:
Prefix: **Mr.** *First Name: **Leroy**
Middle Name:
*Last Name: **Qualls**
Suffix:
*Title: **Superintendent**
*Telephone Number: **918-453-5400** Fax Number: **918-456-0634**
*Email: **leroy-qualls@cherokee.org**
*Signature of Authorized Representative: *Leroy Qualls* Date Signed: **1/10/2013**

**APPENDIX VIII: Cover Page BIE 21st CCLC
COVER PAGE
EED FORM # 05-07-039**

Sequoyah High School	
<hr/>	
Organization Jolyn Rose	918-453-5179
<hr/>	
Name of Contact Person Jolyn-rose@cherokee.org	Telephone 918-453-0634
<hr/>	
E-mail Address	Fax Number
<hr/>	
Authorized Signature for Budget Revisions/ Record and Report of Local Expenditures	Date
<p><i>■ Note: The general certifications and assurances that are signed and submitted by the district each spring (or provided by the applicant to EED) will apply to this federally funded program.</i></p>	
	1-10-13
Signature of Organizational Representative	Date
<hr/>	
Superintendent	
<hr/>	
Title	

200,000
\$ _____
Total Funding Requested Per Year
577,968
\$ _____
Total Funding Requested for Three Years

BIE Use Only Project Number: _____	Date Received: _____
<hr/>	
Project Approval: _____	Amount Awarded: \$ _____

21st Century Community Learning Centers

Bureau of Indian Education

Division of Performance and Accountability

Grant Application

Submitted by:

Sequoyah High School

PO Box 520

Tahlequah, OK 74465

January 14, 2013

Table of Contents

Program Summary and Abstract	3
Need for Project	5
Quality of Project Design.....	8
Adequacy of Resources.....	16
Quality of the Management Plan	17
School Improvement Status	24
Budget and Budget Narrative.....	27

Program Summary and Abstract

In planning the program, we gathered representatives of local youth- and community-focused organizations to discuss needs, resources, and options for the after-school program available to grades 9-12. We have a variety of community and tribal based organizations, a state university, and several state agencies along with our county extension service as partners in this endeavor, not only willing, but eager to collaborate and provide comprehensive services for the students enrolled at Sequoyah High School. The following table lists identified needs, available resources, and descriptions of how individuals and organizations can and will address the identified needs.

NEED	RESOURCE	CONTRIBUTION
Service Learning After-school Activities Health, Physical Fitness School-community Partnership Nutrition	Tahlequah Community Campus Coalition and Pre-Professional Health Program-NSU	Provide resources, materials, and activities for health care awareness, exercise and nutrition. Coordinate service-learning activities and provide mentors of health care professions.
After-school Activities Family Activities Health, Fitness Nutrition School-Community Partnership Service Learning – Humane Society	OSU Extension Service	Provide lessons that focus on life- and decision-making skills, and promote healthy lifestyles. Present afterschool activities, teach public speaking, teach parenting skills classes.
After-school Activities Family Activities School-Community Partnership Service Learning – Reading Buddies for Immersion School	Sequoyah High School Friends of the Library	Provide family literacy nights, summer reading programs, library card membership drives, guest speakers, and service learning.
After-school Activities Adult Education Nutrition and Fitness School-Community Partnership Cultural Competence Training Mentoring Service Learning – Recycling	Cherokee Nation – Education Services Career Services Healthy Nation	Offer Adult Education, GED Prep, and job placement assistance, as well as the WINGS running program. Cultural and Heritage classes to include both language and arts.
Cultural and Family Programs Service Learning – Language and Elder Care	United Keetoowah Band	Provide language and cultural programs, service learning activities

Sequoyah High School's Mission Statement is to *enable students to meet the challenges of their futures both academically and socially*. Empirical evidence has linked school climate with achievement. Openness of school climate has been linked primarily to expressive characteristics in schools. The more open the school climate, the more committed, loyal, and

satisfied the teachers are, the less alienated students tend to be. From the health perspective, school climates have been positively related to school effectiveness. Most of the health variables correlate significantly with general subjective measures of effectiveness, and the variable of academic emphasis has consistently been related to student achievement in schools (<a href=<http://education.stateuniversity.com/pages/2392/School-Climate.html>>School Climate – Measuring School Climate, School Climate and Outcomes, Issues Trends and Controversies).

Because Sequoyah High School has adopted the 24/7 No Tobacco Policy on it's campus, it is the intention to include in our efforts to be a healthier school by encouraging a greener environment and initiating a recycling program for paper, plastic, and aluminum. For the 21st Century Learning Community Centers grant, Sequoyah High School will implement a Recycling Project on our campus including classrooms, dormitories, activity buildings, gymnasiums, and classrooms. The support from school faculty and staff will come by means of encouragement of participation in the project and by having students research the positive aspects of recycling for our environment. The Sequoyah High School Board will adopt a policy (one that is drafted by students after their research) to remain in effect long after the program has expired, that stipulates the intent of the recycling project and the benefits. Parents/caregivers will show support by being involved alongside their students in learning about recycling and the effort that is placed on making our school a healthier and greener environment. The community service programs will lend information, materials, and supplies in this undertaking of making our world a better place for generations to come. As a school of Native Americans, Sequoyah High School, will take the position of the first caregivers of Mother Earth and be an example to the students of the responsibilities we all have in providing a cleaner and healthier lifestyle.

Objectives have been correlated with the Goals and Objectives in the BIE's consolidated application for activities funded under the No Child Left Behind Act. High quality enrichment academic enrichment opportunities will be research-based, aligned with the COMMON CORE STATE STANDARDS (CCSS), and will support the day school with intentional, innovative, and strategic activities that will enhance intervention, remediation, acceleration, and enrichment programming. One of our primary objectives is to improve academic performance in all core subject areas so that 100% of students score at least "satisfactory" in those areas. To that end, highly qualified teachers will take the lead and coordinate enrichment activities with each student's particular strengths and weakness related to the CCSS standards. Mentoring, homework assistance, tutoring, enrichment activities that enhance and complement the school day curriculum, and creating a healthy and safe environment conducive to learning and good mental health will be critical in meeting our goals and objectives. Providing meaningful activities that promote cultural identity is also critical to developing students who are well-rounded and secure in their self-concept.

Need for Project

Sequoyah High School is located in Cherokee County in northeastern Oklahoma. A BIE grant school that serves 373 students from all throughout the Cherokee Nation jurisdictional boundaries and beyond. The school district is comprised of 105 Freshmen, 92 Sophomores, 89 Juniors, and 87 Seniors representing 29 different tribes. There are 95 students that live in the dormitory. A high percentage of students come from Cherokee and Adair counties.

Cherokee county is one of the poorest counties in the state and has a child poverty rate of almost 31%, neighboring Adair county has 37%. According to the Oklahoma Kids Count Factbook, the counties in the Cherokee Nation jurisdictional boundaries rank from 38 to 74 out of 77 counties (1=best; 77=worst) overall. With no county having less than 21% of children living in poverty. The table below shows several key indicators that can have an effect not only on students' academic performance but socialization as well. Of the students enrolled in Sequoyah High School, 31% qualify for free and/reduced lunch. Sequoyah is a Title 1 school. Of the students live in the dorm, **100% qualify for free and reduced meals.**

County Rank
1=Best, 7=Worst

Indicators	2010	2009
High School Dropouts – Adair	75	75
Poverty – Adair	74	74
Teenage Pregnancy - Cherokee	63	61

The table below lists some additional risk factors that can have a direct effect on student achievement. The lack of parental support is a major risk factor with only 37% of parents attending a parent/teacher conference. The average ACT score of students at Sequoyah High School is 18.9 compared to the state's average of 20.7. A factor that ties into this is the freshmen remediation rate when Sequoyah students start college. Over half of our students have to be enrolled in remedial courses before beginning their regular courses.

Factors Affecting Student Achievement

Risk Factors	Sequoyah	State
Parents Attending Parent/Teacher Conferences	37%	70%
Average ACT Score	18.9	20.7
Career Tech Occupationally-Specific Program	3.2%	47%
Freshman Remediated in College	44%	36%

The Sequoyah High School community encompasses more than one county and is limited to community resources, but makes up for that in available services within the Cherokee Nation to families that qualify for assistance. The school, though, must reach beyond the Cherokee

Nation for assistance. The following needs were identified through various assessments conducted by the school, community partners and associations, and online resources.

Parental Involvement in Schools	Community-School Partnerships	Adult Workshops
Service Learning Opportunities	Health and Fitness Education	Tutoring, Mentoring
Supervised Afterschool Activities	Cultural Competence Training	Adult Literacy

The annual growth of the student population is in reading and in math. Resident students make almost the entire D and F List turned in weekly. These lists are used to determine athletic eligibility. These students typically score below Satisfactory on the End-Of-Instruction exams given by the State.

2009-2010		010-2011		2011-2012	
Pass	Fail	Pass	Fail	Pass	Fail
Math	66% 34%	58%	42%	70%	30%
L.A.	89% 11%	84%	16%	90%	10%
Sci.	57% 43%	58%	42%	69%	31%
Hist.	72% 28%	69%	31%	58%	42%

Progress monitoring, along with the afore-mentioned, will be utilized to determine the students and families in high need of assistance. Although most Resident students are in this dire category, some are flourishing, but would benefit from enriching programs to enlighten them of opportunities available. By having an After-school program for students, both day and resident, the services provided to them will include enrichment experiences, tutoring, mentoring, job shadowing, and service learning that will foster a desire to learn more about their career options and the education that is needed in order to attain the career of their choice. All these services will offer better opportunities for students to gain knowledge and increase their scores on the EOI tests, while simultaneously enhancing social and cultural experiences. Opportunities for adult education, including parenting classes, college funding information sessions, GED prep, and financial services will be provided in order to support the families of the students we will serve. Utilizing community partner services will broaden the scope of our students so that they have a clearer picture of what our community has to offer its stakeholders. The table below provides information on the population to be served.

Participants Served Chart

Name of Site	Designation School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	# of Family Members to be Served	Grade Level to be Served
Sequoyah	Made AYP	31%	50-60	15 Adults	9-12

In order to assess the need for an out-of-school program, we gathered objective data from reports such as benchmarks, reading and math grade levels of each student, EOI test scores, behavior and grade reports online Community Profiles, the U.S. Census, and the State Department of Health. Our administration teamed up with the school counselors to gather data,

talked with potential partners, and surveyed parents and teachers regarding student and curriculum needs. Through these assessments, we concluded that an out-of-school program is not only needed but critical to address the needs of our students and their families.

Sequoyah High School has never received a 21st Century Community Learning Center grant. The 21st CCLC program will be called Sequoyah CHOICES (Culture, Heritage, Occupations, Identity, Communication, Education, and Service). Students in grades 9-12 will have structured and supervised activities during the critical after-school hours. The program will offer high-quality enrichment opportunities for not only the students, but the parents as well. The students will have healthy snacks, cultural activities, tutoring, mentoring, physical activities, and fun. The mentors and tutors will offer homework and study sessions as an option during enrichment, particularly for those students who are making grades below C. We will provide structured opportunities that will engage them in learning about various areas of their choosing, whether career specific or for entertainment purposes. In following this manner of educating, assisting, and furthering our students, the dropout rate, college remediation, and teen pregnancy should be significantly reduced.

We will hold Sequoyah CHOICES after school and during the summer. In addition, we will offer an adult literacy program, Cherokee language classes, and workshops for parents and guardians each month. The program will include activities that meet and exceed the current needs of our students and their parents. Activities include enrichment in all core subject areas as well as Native American culture; college, career, and vocational experiences, ACT preparation, drug, tobacco, and violence prevention, character and life skills, and technology training. Parent-child service learning opportunities will be arranged at least quarterly. At Sequoyah High School, we have the ambition, knowledge, and power to create an after-school program that students will want to be in and parents will have confidence in. The program will provide different incentives for parents to attend Parent/Teacher conferences including cultural foods prepared by students and a financial obligation reduction.

One goal of Sequoyah CHOICES will be to identify the needs of students on an individual level and then tailor their experience to fit their specific needs. To identify these needs, the CHOICES team will utilize test scores, classroom performance, and other factors such as attendance. To increase the students' mastery of academic skills, all tutoring, enrichment activities, and character building will be used at the individual's level of academic aptitude and level of understanding. A prescription for each student will be developed so that they are able to build upon their knowledge in working toward reaching the goals they have set for themselves. Teachers will use their technical expertise combined with constructive feedback to individual problem areas to increase the student's confidence and begin raising test scores. Tutoring and homework help for students who are not struggling will be enrichment rather than a remediation and can accelerate progress for students learning the core academic subjects. Throughout the academic and activities, we will incorporate activities and discussion that promote student awareness of their own cultural identity and heritage.

Daily after-school enrichment activities focused on core academic areas will address identified needs and support our students and their families. This will be accomplished by utilizing research-based curriculum, materials, and teaching strategies appropriate for the needs of each individual. Through Sequoyah CHOICES, we will encourage self-motivation and increase confidence in the students, which will in turn improve their academic success.

Quality of Project Design

The goals of Sequoyah CHOICES will include: 1) All participants will attain proficiency or better in reading/language arts and mathematics; 2) All students in afterschool will be taught by highly qualified teachers, staff and caring adults; 3) All students will have a physically and emotionally safe place to attend; 4) Parents and students will participate in community bonding through service learning; 5) CHOICES team will provide resources to enable all students to graduate; 6) Improve physical fitness and wellness of participating students through continual instruction and activities that promote healthy bodies, minds, and habits.

Please see Appendix V: Performance Measures Template for how we plan to address the needs of the identified and targeted population.

“A well-designed academic component in an after-school program can be an effective tool for helping improve student performance on statewide assessments, particularly in high need areas” (No Child Left Behind Compliance Insider, 2005). **Project CHOICE** is designed to address academic achievement through tutoring, homework assistance, and correlated intrinsic enrichment activities. Research shows successful programs align content with state and local standards. To accomplish this, the National Afterschool Association suggests the following strategies, which Sequoyah Schools adopted for the program: 1) employ school day teachers for the after-school program; 2) develop regular communications for day teachers and after-school staff to discuss specific student need (student work notebooks, regular meetings, checklists, infinite campus, PLATO); 3) include after-school and dormitory staff in day-school faculty meetings. Sequoyah Schools is a longtime partner with the Boys and Girls Club of America and currently have an after-school Boys and Girls Club Coordinator who directs programming. The Boys and Girls club is located in the day school providing after school activities for the Sequoyah Students. In keeping with cultural tradition Sequoyah Schools keeps a strong close relationship with the Sequoyah Alumni Association and the Cherokee Nation Speakers Bureau, both of which are composed of Cherokee elders.

Many elder fluent speakers of the Cherokee Language are full of knowledge of the customs and traditions of the Cherokee people. Boys and Girls Club of America provides the funding to pay for the three staff running the program after school. This will be **in-kind** and partnering with a non-profit community partner, a contribution to CHOICES. Further all staff will receive continual training to ensure that staff has a strong solid understanding of school curricula and state standards as Sequoyah Schools converts to the COMMON CORE standard. Providing professional development for after school staff is one method to which we will adhere. Another method is to align program academic content with specific skill sets and competencies that staff will need to affectively deliver the program component. Tutoring is provided by day school teachers, but a music recreation component may be delivered by another source with the requisite skills and experience in working with the particular age group. In addition, program content and related activities must be founded upon scientifically based research and show evidence of effectiveness.

The evidenced based research that supports the CHOICES program and teaching strategies establishes how the strategies link to measurable objectives and needs identified in the Needs Section 1A through 1F. Sequoyah Schools is one of the Bureau of Indian Affairs tribally controlled contracted schools that is a leader in the innovative use of technology using the LEARNING MANAGEMENT SYSTEM PLATO. Every student enrolled in Sequoyah Schools is provided an APPLE computer compatible with the PLATO methods of on-line learning used

by Sequoyah Schools. With the introduction of No Child Left Behind, the US Department of Education began to place emphasis on evidence-based education. This new emphasis included the creation of the **Institute of Education Science (IES)** to replace the Office of Educational Research and Improvement. The Office of Educational Technology (OET), in the Office of the Secretary, provides leadership for transforming education through the power of technology. OET develops national educational technology policy and advocates for the transition from print-based to digital learning. OET supports the President's and Secretary's priorities by: Promoting equity of access by ensuring a device for every learner and supporting broadband connections where they live and learn; Supporting powered-up educators and a robust ecosystem of entrepreneurs and innovators; Leading cutting-edge research in learning analytics and data to provide new types of evidence and customize and improve learning. The Office of Educational Technology (OET), in the Office of the Secretary, provides leadership for transforming education through the power of technology. OET develops national educational technology policy and advocates for the transition from print-based to digital learning. OET supports the President's and Secretary's priorities by: Promoting equity of access by ensuring a device for every learner and supporting broadband connections where they live and learn, supporting powered-up educators and a robust ecosystem of entrepreneurs and innovators, leading cutting-edge research in learning analytics and data to provide new types of evidence and customize and improve learning.

Teaching High School Science in the Information Age: A Review of Courses and Technology for Inquiry-based Learning by Marcia C. Linn, James D. Slotta, and Eric Baumgartner, 8/01/2000, reviews programs designed to improve scientific inquiry in high school classes and identifies promising curricular materials. The report discusses the challenges involved, the criteria used to identify promising materials, and exemplary programs that were found. by Marcia C. Linn, James D. Slotta, and Eric Baumgartner, (8/01/2000) This report reviews programs designed to improve scientific inquiry in high school classes and identifies promising curricular materials. The report discusses the challenges involved, the criteria used to identify promising materials, and exemplary programs that were found.

Based on scientific research on the benefits of teaching with technology Sequoyah Schools is the first tribal school to create a virtual classroom to teach the Cherokee Language, history and culture thus Sequoyah Schools use of PLATO and Distance learning will be one of the dynamic and innovative components added to the **CHOICE project** that will incorporate the **use of an e-Learning Management System (LMS)** implementation. This tool along with the ability to deliver consistent, relevant and repeatable quality content will provide a learning method that will increase participant's STUDENT/TEACHERS/PARENTS/SPECIAL NEEDS STUDENTS knowledge level on teaching/training topics as well as provide them access to learning materials and resources whenever they are needed. It will also provide an increased ability to monitor participation and retention of knowledge and will provide detailed quantifiable feedback to **CHOICE** so that we can make sure the training is current, appropriate and relevant to their needs.

This will be done with pre and post testing, online surveys, and monitoring of participation on the **CHOICE** interactive resource wiki which will be created for surveys, mentoring and parental involvement. Once the participants begin using the online collaboration tools, they will establish an invaluable method of continued organizational and peer support that will be effective way beyond the on-site trainings for teachers as well as the virtual classrooms for the students. The design, development, and technical assistance for delivery of the online portion of

the **CHOICE** Project will use technology to enhance and strengthen services to Indian community partners, parents, teachers, administrators and school board members. To facilitate ongoing collaboration between all partnering organizations, and key stakeholders Project CHOICE will incorporate the use of e-learning delivery via an LMS; on-line communities using wikis, blogs podcasts and community partner pages; and synchronous on-line conferencing and teaching via webex. This technology component will be creating bi-directional mentoring and peer collaboration on levels that programs similar to this have not traditionally experienced previously. This cultural teaching model is a sustainable training and support system.

This method using state of the art e-learning technology will allow ongoing teaching and delivery of educational material, mentoring to those students in need of guidance and support, a continually updated resource repository, confidential support, the ability to share stories, experiences and of successes and facilitate on-going collaborations. Sustainability is a major component of this evidence based practice of learning and teaching. Once this support infrastructure is developed it will be able to live on way past the end of the funding for this project. Sequoyah Schools PLATO consultant for the LMS PLATO feature will provide technical assistance to facilitate learning using all the afore mentioned e-tools. Teaching participants to use a “Wiki” will increase cross-collaboration. The ease of interaction and operation makes a “Wiki” an effective tool for collaboration activities. Wikis are a new way to quickly build and share knowledge within a group. The Project **CHOICE** Wiki will provide the ability to conform to new infrastructure designs of programs and environments. The Wiki method is a new medium for informal learning and knowledge sharing. Personal input and participation creates very effective learning and interaction. It will easily allow everyone, even the novice user the ability to participate, collaborate, share information, experiences and participate in learning. Selected trainings will be piloted over this technology medium. Participants trained in the **CHOICE** Project will be able to add valuable interaction to the project quickly and easily online without any programming knowledge required. The **CHOICE** Wiki will be created to enhance and assist with the leader led training activities. It will provide interactive approaches by:

- Create an online interactive community support resource.
- Disseminating information quickly; rolling out new resources, programs and events to our entire group immediately; including guides, training, and procedures.
- Create a Resource Center for on-boarding new participants.
- Help our experts make better use of their time and knowledge by helping them avoid answering the same questions over and over by capturing that valuable information within the wiki.
- Deliver a Frequently Asked Questions (FAQ) Center; creating and publishing FAQs in minutes to assist with teaching and mentoring students.
- Search for information and find answers immediately.
- Provide a Self-service resource channel for staff and participants 24 hours a day, 7 days a week.
- Gather valuable immediate feedback about the projects and content with measurable participation.
- Roll-out new projects and events to enhance our participant services by answering inquiries consistently and quickly, even anonymously.
- Create an organizational knowledge repository that’s as easy to use as email.
- Audio capability to assist the hearing impaired.

The front page of the Wiki called the dashboard shall be developed by PLATO e-learning experts. The e-learning and interactive collaborative wiki website will allow participating partner organizations as well as students, and staff to communicate across urban, rural, and frontier areas of the Cherokee Nation 14 county area which Sequoyah School's students are from. The added component of e-learning education delivery will offer support, mentoring, teaching, sharing and hearing, that will also include blogs, podcasts, white papers and inter-active exercises, and on-line resources for a 24/7 access to supportive information such as hotlines, emergency numbers, etc. The interactive wiki component of the program will allow individual participants the opportunity to form personal relationships/mentoring between community partners, students, staff, parents, school board members and administrators building strong bases for support.

Our main objective is to improve academic performance in Reading and Math so that 100% of students score at least "Satisfactory" in those areas. To that end, Highly Qualified Teachers will take the lead at each site and will coordinate enrichment activities with each student particular weakness related to the Common Core Curriculum Standards. Mentoring, homework assistance, tutoring, enrichment activities that enhance and complement the school day curriculum, and creating a healthy and safe environment conducive to learning and good mental health will be critical in meeting our goals and objectives.

Reading and Language Arts enrichment will include computer software, hearing stories, library visits, writing and illustrating books, making calendars, and Literacy. Partners will provide art projects that involved making posters, using words as art, and learning lettering art. We will also include drama, Web Quests, and invited professional "story-tellers" for Reading/Language Arts enrichment. Math and Science enrichment will include cooking and baking; science experiments; help with science projects Web Quests; software; Robotics; Indian beadwork and basketry; media arts; and a variety of fun activities that help students increase their critical thinking, mathematical, and science skills. Social Studies will be enriched through presentations by our Tribe partners, Web Quests, visits by local citizens as part of a Leadership Series, who have traveled throughout the world (including our own alumnus and elders of the Cherokee and other tribes), appropriate board games, and other activities that day teachers help afterschool staff align with curriculum. Almost all enrichment activities will somehow involve cultural aspects as many partners stand ready to provide a variety of art activities, presentations, and hands-on options to raise students' awareness of their culture and how the Arts are integrated in all school subjects and life in general. The importance of 'self efficacy' is crucial for identity and claiming self-worth.

Research on successful 21st CCLC programs tells us that students who complete the program with at least 90% attendance will improve their EOI scores by at least 20% each year. We also expect improvement in classroom grades, homework completion behavior and school-community bonding. The amount of student improvement and indicators of success for these components will vary. The success of the program components will be measured using a number of different assessments, such as PLAN, ACT, Accusess and EOI tests. Indicators of success for the program components will be the percentage of students scoring at or above satisfactory on these assessments.

"A well designed academic component in an after-school program can be an effective tool for helping improve student performance on statewide assessments, particularly in high-need areas" (*No Child Left Behind Compliance Insider*, 2005). Sequoyah CHOICES is designed to address academic achievement through tutoring, homework assistance, and correlated intrinsic enrichment activities. Research shows successful programs align content with state and local

standards. To accomplish this, the National Afterschool Association suggests the following strategies, which Sequoyah High School adopted for the program: 1) employ school-day teachers for the after-school program; 2) develop regular communication mechanisms for day teachers and after-school staff to discuss specific student needs (student work notebooks, regular meetings, checklists); 3) include after-school staff in day school faculty meetings; and 4) designate the district's Title I director as liaison between school-day and after-school staff.

Further, the Council of Chief of State School Officers maintains that in order to show a strong academic orientation compatible with NCLB, program staff must have a solid understanding of school curricula and state standards. Providing professional development for after-school staff is one method to which we will adhere. Another method is to align program content with specific skill sets and competencies that staff will need to effectively deliver the program component; thus the CCSSO recommends that tutoring is provided by day-school teachers. To ensure content and structure are geared toward achieving results, we will gather and analyze data on student performance and other relevant program outcomes. "After-school programs that are most successful in demonstrating academic outcomes are those that can effectively align program goals with activities, measure of student achievement, and desired student outcomes"(Council of Chief of State School Officers).

Teachers will focus on cooperative learning when possible. All tribal cultures are community based, thus Sequoyah CHOICES will be based on a cultural competent world. Cooperative Learning is one of the best researched of all teaching strategies with over 100 correlated studies having been conducted (Johnson & Johnson, 1989). The research clearly indicates that cooperative learning, compared with competitive and individualistic efforts, typically results in (a) higher achievement and greater productivity, (b) more caring, supportive, and committed relationships, and (c) greater psychological health social competence and self-esteem. Further cooperative and collaborative activities foster peer coaching, "promote positive relationships among different ethnic groups," and "establish environments where academic accomplishments are valued" (Johnson, Johnson, & Holubec. *Cooperation in the Classroom*. 1993). Research-based materials will include the Learning Management System PLATO, ACT curricula on goal setting, and The Next Network from the International Center for Leadership in Education. Research-based activities to support learning include Web Quests, Literature Circles, and Media/Technology Productions.

Remedial, homework help, mentoring, and tutoring will all take place during the first hour. It will be led by Highly Qualified teachers and assisted by paraprofessional and tutors. Students' assignments in need of completion will be communicated through a written notification system utilizing student folders. Remediation needs will be communicated this way as well as by using customized research-based Accussess by PLATO software in both Language Arts and Mathematics. This unbiased curriculum-based measurement will allow us to be certain of the grade level of each individual student. The students will be placed on a specific prescription, one that will help them work on areas that they need instruction over. The courseware is adaptive, so a wide range of students will receive the instruction they need, even when a teacher is focused on the individual needs of one student. One-on-one tutoring and homework help will be available for students requiring special assistance; otherwise, most tutoring activities will be conducted in small groups. All programs and curriculum introduced and employed during the after-school and summer hours will be aligned with the appropriate grade level and objectives of the Common Core Curriculum Standards.

Other enrichment activities will improve academic achievement through Web Quests, service learning, and presentations. Student centered and inquiry based, a Web Quest challenges students to explore the web for information and it is an excellent way to integrate the Internet into the fun learning and enrichment. Traditionally Web Quests have an introduction, a process, a task, a list of resource, a conclusion, and an evaluation. Structured as group-inquiry projects, Web Quests are “designed to promote students’ in-depth understanding and critical thinking” (McGlinn, 2004) and are tailored to every level and age. We will access and utilize the SLICE service learning website to introduce students to a variety of service learning options. Our partners are also prepared to create service-learning activities for all age levels and interests and that can and will be designed to include parents as well. We will schedule five community service activities for parent-student participation annually. This will help students meet the required hours of service learning for graduation.

We will collaborate with several partners to integrate academics with health, fitness, drug and violence prevention, and technology. In addition, we will expose our students to a Life Skills program. We will be partnering with the Pre-Professional Health Club at Northeastern State University to offer our students experiences in the Pre-Med program on that campus allowing them to see the opportunities a college student can have. The Tahlequah Community Campus Coalition supported by the Northeast Area Health Education Center will provide representatives from area educational, health care training and service providers as well as community and educational leaders to mentor and train students about health careers. This partnership will build linkages that will sustain the Health Exploration Club at Sequoyah High School. We will implement the ARISE Life Skills Curriculum. This research-based software is interactive, very easily understood, and absorbed by at-risk youth – particularly those with learning challenges and negative behavior. The Cherokee Nation will bring their Healthy Nation program to the afterschool program to address fitness, encourage healthy lifestyles, provide diabetes education, assist in putting on a health fair for both students and parents, and inform students and families about career services provided by the Cherokee Nation. Partners including Cherokee Nation Language Immersion School and Cherokee Nation Education and Cultural committee will help provide a more authentic cultural and language experiences for CCLC participants

In addition to the activities described above, Sequoyah CHOICES will offer additional and/or optional activities that support and enhance academic achievement. Students will build a web page on the Sequoyah High School website to inform the public of what is taking place in the after-school program. We will also educate the students on subjects to make their transition from high school to college and life experiences as stress free as possible, such as self-esteem, building character, car maintenance, and job shadowing. There will be assistance for students who have been truant, suspended, or expelled to improve their academic achievement. We will offer computer courses for parents on subjects from word processing to Internet safety.

NASIS will help to track those at risk students with behavior issues. All teachers have access to the behavior component on NASIS and all incident reports are filed through NASIS. The need for local student risk surveys is evident in the collection of data to better serve our students, and will also allow us to report consistencies and discrepancies in negative student behavior. A student attendance record will be kept on a daily basis to provide additional data of students.

See Appendix VI for the Schedule of Operations
The description of Partners and their roles to be played are described below.

Partner	Role	Responsibility
Boys & Girls Club of America	Key Partner Advisory Committee Implementation	Provide resources related to academic tutoring, enrichment, and academic and cultural activities.
Cherokee Nation	Key Partner	Provide any resources available through CN, including those related to health and fitness, college preparation, parent presentations and activities, language materials, mentors, service learning experiences
Tahlequah Community Campus Coalition and Pre-Professional Health Program-NSU	Key Partner Advisory Committee Implementation	Provide resources, materials, and activities for health care awareness, exercise and nutrition. Coordinate service-learning activities and provide mentors of health care professions.
OSU Extension Service	Key Partner Advisory Committee Implementation Service Learning	Provide lessons that focus on life- and decision-making skills, and promote healthy lifestyles. Present afterschool activities, teach public speaking, teach parenting skills classes.
Sequoyah High School Friends of the Library	Key Partner Planning	Provide family literacy nights, summer reading programs, library card membership drives, guest speakers, and service learning.
Cherokee Nation Education Career Services Healthy Nation	Key Partner Advisory Committee Planning Recruitment	Offer Adult Education, GED Prep, and job placement assistance, as well as the WINGS running program. Cultural and Heritage classes to include both language and arts.
PACE ElderCare	Service Learning Partner	Provide opportunities for students to participate in service learning through working with Cherokee and other Native elders in a day program
United Keetoowah Band	Advisory Committee Planning	Provide language and cultural programs, service learning activities
Cherokee Nation Language Immersion School	Service Learning Partner	Offer language instruction by elementary students in Cherokee language immersion school; provide opportunities for high school participants to mentor and tutor elementary students
Cherokee Tribal Council Education and Culture Committee	Advisory Committee Planning	Provide resources from council members and Cherokee Nation Education Services Department, including mentors and Cherokee language speakers

Students were given a survey to ascertain the ideas about enrichment activities and student-centered interests. Many service-learning ideas came from 9th – 12th graders. Two students from each grade are on the Advisory Committee as well as two parents. They participated in the planning process by attending meetings and offering suggestions for activities. All participating students and their parents will be asked to complete a survey at the end of each semester. The survey will assist the project staff and advisory committee in determining the effectiveness of the current program and make any adjustments or improvements that need to be made. Students will be surveyed as a component of the process evaluation to determine how they feel about the program, activities, and various components. Parents will be surveyed as well regarding their attitudes about the program, observed student outcomes, and input regarding future planning. Further, the Parent Team will be an adjunct to the Advisory Committee and will have two representatives on the Advisory Committee.

Involvement of parents will be strongly encouraged. Parents will be invited to participate in enrichment activities and asked to assist when possible. We will also stress the importance and need of parents attending our project field trips. In addition to the Parent Team and Family Nights at the Library, Sequoyah CHOICES will sponsor periodic adult classes. With our partners, we can serve families through presentations on conflict resolution, computer usage, communication, health fairs, personal safety, Internet safety, exercise, and field trips. Through our partnership with Cherokee Nation parents will have the opportunity to further their education. Cherokee Nation will offer Adult Basic Education/GED Preparation classes as well as job placement assistance. We are also working with our partners to implement a Resource Fair during our evening parent-teacher conferences to ensure families have access to any community services that will enrich family life, reduce poverty, and increase their student's success. Partners will set up tables – with refreshments – at the school to distribute information regarding their programs, possible enrichment activities, and service learning. This is a great way to include and involve parents who may not otherwise have the opportunity to talk to representatives from these organizations and learn of the programs they offer while being involved with their student's education.

Sequoyah CHOICES is designed to be a balance program that will offer students free time as well as a variety of age-appropriate and culturally aware structured activities that are fun and interactive and help them develop or enhance leadership and social skills, self-esteem, academic skills, and interests and hobbies. Although this program has some similarities to the regular-day program, such as homework, study, teachers, and facilities, the program activities will reflect the differences in the two. Students will be matched with mentors, learning will be in small groups, and much of the learning will be teacher-guided, but student-centered. Regular enrichment activities will include community partners and family members (when possible), and students will be in a receptive environment where they can excel noncompetitively.

The linkages between the regular school staff and after-school staff to build coherence and provide coordinated responses to educational and developmental needs is that many of the regular school staff will be involved in the after-school program: teachers, aides, paraprofessionals, librarians, counselors, and administration. However, we have developed a system whereby after-school staff and regular day staff will communicate regularly to address all student needs. Classroom teachers will meet weekly with Instruction Teams (as part of the Native Star requirements) to provide information about students in the After-school program to address all student needs. Parents will also be able to include notes and instructions to the

teacher of the After-school program by means of a student folder that is passed from day teacher to after-school teacher to parent. Every effort will be made to ensure coherence in program content and coordinated responses to students' educational and developmental needs.

We will coordinate existing programs (Title 1, Gifted and Talented) as well as existing school organizations and staff: school social worker, school resource officer, 4-H, National Honor Society. Federal and local funding will be used to assist in providing curriculum, supplies, arts programming, professional development, cultural activities, anti-drug curriculum, family literacy materials, and nutritious snacks. Partners will provide materials, training, and activities with funds for their various federal, state and local funding sources.

The school and Advisory Committee will continue to seek other sources of funding for Sequoyah CHOICES, including possible fees for service, with scholarships for low-income students. We will seek compatible grants and funding through state and federal sources as well as through local partners and resources.

Adequacy of Resources

The project will employ a Project Director responsible for project supervision and administration, including data collection, collaboration with partners, staff training, teaching, and ensuring objectives are met. The Project Director will devote one-half time to teaching and one-half time to Director responsibilities. Preferred qualifications, training, and experience for the Project Director include: 1) Highly Qualified with an Oklahoma teaching certificate, 2) experience in state and federal education programs, staff training, and assessment procedures, 3) training and/or experience in curriculum development, tutoring programs, and family involvement, 4) knowledge of local and state performance standards, and 5) familiarity with students and families in the district. Teachers, tutors, paraprofessionals, and aides will be needed for program implementation. Ten Oklahoma certified and 5 non-certified (tutors, aides, paraprofessionals) will provide a low student-to-tutor ratio for the 100 students. The tutors will be responsible for attending training regarding tutoring activities and for providing direct tutorial instruction to the participants. Tutors will include Honor Society students, parents, and community members.

CHOICES will take place on the campus of Sequoyah High School. We will utilize 10 classrooms, library, computer lab, gymnasium and athletic facilities. All facilities comply with state and federal guidelines under the Uniform Federal Accessibility Standards. The school board has set policies regarding school safety, security, drug-free zoning, and tobacco-free 24/7. The safety committee updates safety plans yearly and strictly enforces policies. The district employs a School Resource Officer and students will be accompanied by project staff at all times. In addition, Cherokee Nation Marshalls patrol the area regularly.

After gathering opinions from different sources and polling the parents, it has been decided that buses will not provide transportation home from the program. All parents said they would pick up their students. During the summer program, the parents will have to pick up and drop off their students. The school will only provide transportation to and from all field trips.

The Advisory Committee met with school administrators and tribal authorities in the development of this project and will continue to meet monthly so that school administration and tribal authorities continued communication is a result over the grant period.

Quality of Management Plan

Performance Measures and Timeline for Implementation

Goals and Objectives

Measurable Improvement Objective	Strategies	Person(s) Responsible	Benchmark (dates)	Evidence of Completion/Evaluation
Provide after-school tutoring, homework help, mentoring, & enrichment for students 9-12.	Conduct tutoring & homework assistance with trained tutors & teachers for at least 1 hour after school daily.	Highly qualified teachers	Weekly grade checks in all core classes, benchmark assessments quarterly, grade level checks August, December, and May.	Students with 95% attendance will improve EOI scores by at least 10% each year.
Ensure training is regularly scheduled and all staff participate	Send at least 2 teachers to all OSDE common core trainings and hold regular workshops for all staff with qualified teachers leading.	Building Principal and Program Director	As scheduled by the OSDE and School District's every Late Start Fridays.	All staff in after-school program will be thoroughly trained.
Ensure students will have a physically and emotionally safe place to attend, and continual instruction to promote healthy bodies, minds, and habits	Collaborate with community partners for enrichment of instruction "in" and implementation "of" good nutrition, healthy skills and knowledge, and good role models of physical, mental and psychological health.	Program Director, Building Principal, Staff of the After-school program.	Quarterly Surveys	Students have more knowledge of physical and emotional health, and take that knowledge with them to the outside world.

Provide four opportunities yearly for parents and students to learn and serve their community together.	Hold at least four evening sessions that engage both students and parents in learning about and serving their community together.	Program Director and Community Partners including PACE ElderCare and Cherokee Nation	Quarterly Surveys	Parents and students learn and serve their community together through participation in evening sessions.
To identify 100% of at risk students and provide enrichment for them	Develop a process for teachers and counselors to identify and refer students to the after-school program.	Principal, Program Director, Counselors, Highly Qualified Teachers	Once developed, ongoing identification will happen.	The number of students that dropout decreases each year.
Provide students with a healthy lifestyles and physical fitness program.	Implement daily physical activities, nutritional snacks, and enrichment programs focusing on wellness.	Program Director, Highly Qualified Teachers, and Staff	Fitness Tests administered in August, December, and May	All students will receive nutritional snacks and participate in recreational activities.
Attend 21 st CCLC Training	Participate in training and prepare report for SHS administrators	SHS Administrator, CCLC Coordinator	January	Agenda, report presented to administrators
Identify 100% of at risk students and provide enrichment for them	Develop a process for teachers and counselors to identify and refer students to the after-school program	Principal, Program Coordinator cclc, Counselors, Highly qualified Teachers	Once developed, ongoing identification will happen	The number of students that dropout decreases each year
Provide after-school tutoring, homework help, mentoring, & enrichment for students 9-12	Conduct tutoring and homework assistance with trained tutors and teachers for at least 1 hour after school daily	Highly qualified teachers	Weekly grade checks in all classes, benchmark assessments quarterly, grade level checks August, December, and May	Students with 95% attendance will EOI scores by 20% each year

The project will provide four opportunities yearly for parents and students to learn and serve their community together	Hold at least four evening session that engage both students and parents in learning about and serving their community together	Community partners and program cclc coordinator	Quarterly Surveys	Parents and students learn and serve their community together through participation in evening sessions
PRE-Test scores report pulled off the LMS/PLATO	Prepare the post-evaluation data for comparison	SHS Administrator, NASIS, PLATO, records clerk, & CCLC coordinators	January	Compile qualitative and quantitative data
PRE- NASIS Behavioral Data Prepared	Prepare the post-evaluation data for comparison	SHS Administrator, NASIS, PLATO, & CCLC coordinators	January	Qualitative and quantitative data
Develop online courses for behavioral and life skills improvement	Complete course syllabary & coordinate with SHS PLATO consultant	PLATO and CCLC coordinators	January	Course syllabus & qualitative test scores pulled off of the LMS, student participation in PLATO courses
Enroll students in online courses	Coordinate with SHS PLATO consultant to set up student enrollment in the PLATO LMS	CCLC coordinator	January	Class enrollment numbers & directory off LMS
Conduct focus groups with SHS stakeholders & partners	Prepare the materials for the focus groups and contact all partners and stakeholders involved in the cclc	CCLC coordinator, SHS administrator, staff representatives, Boys and Girls Club, Sequoyah Alumni, NSU Community Coalition, Pre-professional Health Coalition, Cherokee Nation, Keetoowah Tribe Education	August and January	Sign in sheets, surveys and minutes of strategic planning

Hire staff and begin academic learning activities	Work with Cherokee Nation Human Resources and coordinate with SHS staff	CCLC coordinator, SHS administrator, hired & in-kind staff	January or awarding of grant	D & F list – academic learning sign in sheets
Virtual classroom for Language and Heritage started	Enroll students and begin the course with face to face	CCLC coordinator, Language and cultural heritage staff and consultants	January	Quantitative data pulled off of the LMS and student sign in sheets as well as qualitative data
Virtual classroom for Behavioral and Life Skills started	Enroll students and coordinate both virtual and face to face experiences	CCLC coordinator, staff and consultants.	January	Quantitative data pulled off of the LMS and student sign in sheets as well as qualitative data
Field trip to Keetowah Tribe of Oklahoma Cultural Center	Prepare agenda & evaluation forms with speakers and cultural topics to be presented	Keetowah Tribal Education and Cultural Center partner, teachers, staff	February	Attendance records, trip evaluation
Develop an on-line survey for parents	Assess student knowledge of parenting and academic support for their students	CCLC coordinator	February	On-line survey developed and the quantitative and qualitative data resulting
Monthly meeting of CCLC stakeholders	Review strategic planning and goal accomplishment	CCLC coordinator, SHS administrator, CCLC staff, Boys and Girls Club, Sequoyah Alumni, NSU Community Coalition, Pre-professional Health Coalition, Cherokee Nation, Keetowah Tribe Education	February	Sign in and minutes of meeting

Develop summer CCLC mentoring and academic programs	Recruit students, prepare scheduled events, speakers, and activities	CCLC coordinator, NSU Campus Community Coalitions, Sequoyah Alumni, CN Education Dept., Cherokee Immersion School, OSU Extension	March	Promotional materials, Schedule of program activities
Language/Cultural Field trip	Prepare agenda & evaluation forms with speakers and cultural topics to be presented	Boys and Girls Club, CN Tribal Council, Cherokee Immersion School	March	Attendance records, trip evaluation
CCLC website developed	Hold session with students and the community stakeholders training on the communication technologies to make community aware of services	CCLC coordinator, administrator, staff, Boys and Girls Club, Sequoyah Alumni, NSU Community Coalition, Pre-professional Health Coalition, CN Education, Keetoowah Tribe Education, and all other partners	March	Data will include number of website hits pulled
Develop promotional material for mentoring/academic program for both the summer and the regular school year.	Paper distribution of announcement and announcement through web-based tools and website	CCLC coordinator, staff	March	Number of participant applicants and web-based responses from website

Ensure students will have a physically and emotionally safe place to attend, and continual instruction to promote healthy bodies, minds, and habits	Collaborate with community partners for enrichment of instruction “in” and implementation “of” good nutrition, healthy skills and knowledge and good role models of physical, mental and psychological health	Program CCLC coordinator, SHS administrator, staff of the after-school program	April	Students have more knowledge of physical and emotional health, and take that knowledge with them to the outside world. Quarterly surveys
Ensure training is regularly scheduled and all staff participate	Send at least 2 teachers to all OSDE common core trainings and hold regular workshops for all staff with qualified teachers leading	CCLC coordinator and SHS administrator	At least 5 times per year during duration of the grant on Late start Fridays	All staff in after school program will be thoroughly trained. As scheduled by the OSDE and School Districts every Late Start Fridays
meeting of CCLC community stakeholders	Review strategic planning and goal accomplishment	CCLC coordinator, SHS administrator, staff, Boys and Girls Club, Sequoyah Alumni, NSU Community Coalition, Pre-professional Health Coalition, , CN Education, Keetoowah Tribe Education, and other stakeholders	May	Sign in and minutes of meeting
Provide students with a healthy lifestyles and physical fitness program.	Implement daily physical activities, nutritional snacks, and enrichment programs focusing on wellness	Program coordinator CCLC, highly qualified teachers and staff	May, August, and December	All students will receive nutritional snacks and participate in recreational activities that promote physical fitness
Summer CCLC program begins with enrollment	Conduct pre-determined academic agenda focusing on common core subjects	CCLC coordinator, highly quality teaching staff	June	Applications
Attend National 21 st CCLC training	Make travel arrangements	CCLC coordinator, SHS administrator, staff	June	Evidence of Attendance, completion report to stakeholders

Develop additional online virtual classroom courses for behavioral and life skills improvement	Complete course syllabary & coordinate with SHS PLATO consultant. Courses will be sustained indefinitely for future use on the LMS	PLATO and CCLC coordinators	June	Course syllabus & qualitative test scores pulled off of the LMS, student participation in PLATO courses
Meeting of CCLC community stakeholders	Review strategic planning and goal accomplishment	CCLC coordinator, SHS administrator and staff, Boys and Girls Club, Sequoyah Alumni, NSU Community Coalition, Pre-professional Health Coalition, , CN Education, Keetoowah Tribe Education, and other stakeholders	July	Sign in and minutes of meeting
Summer academic program begins with enrollment	Complete and distribute enrollment packets	CCLC coordinator, staff	July	Applications
Final Evaluation Report (quantitative, qualitative, summative)	PLATO/LMS Quantitative data reports pulled and compared. Quantitative NASIS reports pulled & compared, surveys	CCLC coordinator, PLATO & NASIS coordinators	October	Report submitted

Sequoyah CHOICES staff will be required to be a part of the Leadership Team, who lead the Instructional Teams, and other key professional staff meeting regularly (weekly). The Leadership Team will share in decisions of real substance pertaining to curriculum, instruction, and professional development. Teachers will be organized into grade level, grade level cluster, or subject area instructional teams. These teams will meet for blocks at a time (4 hours, once a month) sufficient to develop and refine units of instruction and review student learning data. They will develop standards aligned units of instruction for each subject and grade level.

Professional development will be offered to project staff once a week on late start Fridays. The Next Network will be utilized to assist teachers in developing Quadrant D Lessons according to the Common Core Standards. The International Center for Leadership in Education will consult on several days throughout the school year in areas requested or deemed as necessity by the teachers. These sessions will include, but are not limited to: fostering positive behavior, how to help with homework, training enrichment/recreation leaders, aligning to Common Core Standards, data driven decision making at the student level, and grade-level expectations.

Continued collaboration with community partners, businesses, parents, youth, staff and the school will be encouraged by the Advisory committee in meeting quarterly throughout the school year.

Project information will first be placed in the local newspaper – with pictures of students involved in learning. A student web page will be built and attached to the school website. Parents of participating students will also receive a student-produced newsletter quarterly. Important information will be mailed to parents by the project director as needed, and each nine weeks a letter will be included to participating families in student report cards. The Superintendent will report all relevant project information to the school board as well.

The data collected to monitor student progress will come from several assessments and surveys to include: ACT scores, EOI scores, benchmark assessments, the number of students on the D and F List (weekly), grade level data for each student off the PLATO Learning Management Learning System (quantitative data), behavior reports from NASIS, as well as data from the Profile and Performance Information Collection survey.

School Improvement Status

Sequoyah High School has made AYP – Adequate Yearly Progress – for the past three consecutive years. Supports that are already in place to ensure the continuance of AYP include the following: a partnership with Boys and Girls Clubs of America, an effective Gifted & Talented program, numerous clubs, and competitive sports and activities. Through a partnership with Boys and Girls Club, we offer after-school tutoring and activities. However, only a small number of students participate regularly. Through the Gifted & Talented program, students identified as gifted and/or talented have weekly opportunities to participate in activities that enhance academic, artistic, and cultural skills and knowledge. Since these activities are limited to a small number of students, most of our students do not have opportunity to participate in these kinds of activities.

Our clubs include activities that appeal to many students, but they should be expanded to provide experiences that will prepare students for college and careers after high school. Offering clubs relevant to medical careers, technology, the arts, and reading will assist students with making smoother transitions to life beyond high school. Other organizations that enhance school experiences include student council, National Honor Society, and HOPE Club (Honoring Our People's Existence).

Competitive sports and other activities serve as means of eliciting student participation and retention. Competitive activities include band, speech and drama, debate, and academic team. Sports include football, softball, basketball, wrestling, golf, and volleyball. However, our school currently has no physical education program for those students who do not choose to compete. Physical activity is an integral element of a well-rounded education and will be integrated into the after-school program provided by this grant.

Teaching staff will primarily recruited through the school, utilizing current teachers and paraprofessionals. New hires will be recruited through Cherokee Nation Human Resources. All staff working with students will require the standard background check required of any employee or volunteer working with students at Sequoyah Schools. Training and coordination for the partnership between the day-program will be provided in a variety of formats and will be ongoing. Administrative staff will, of course attend all required training and any additional

training that will be beneficial to the program. We also anticipate our community partners providing training for a variety of needs, developmental assets, parental involvement, cultural competence, substance abuse prevention, and various activities. Culturally appropriated messages, announcements, and recruitment materials will be communicated to the community at large and will ensure that the information conveyed is understandable and accessible. To that end, bulletins will be placed in the newspaper regularly, all Sequoyah high school students will receive an e-mail message on their Sequoyah e-mail accounts served through PLATO. Once we receive word that the project has been funded, we will recruit students through letters mailed to and distributed to parents. CHOICE will be advertised in the local newspaper. For parents who do NOT have access to the internet and e-mail, we will post project specifics on the website and send e-mails to parents of students attending Sequoyah Schools. A survey will be conducted on each child enrolled regarding educational needs, nutritional needs, activity needs, interests, interests, deficiencies.

The SHS Residential Program provides housing and meals to approximately 100 students at any time throughout the academic year. This program partners strongly with the high school in both academic and social aspects. However, this CCLC grant would provide opportunity to strengthen this partnership. The Residential Program currently provides tutoring for students in need of academic assistance, but only one tutor is available during the mandatory homework/tutoring time. Through CCLC, both certified and non-certified tutors would be available to work with students for longer periods of time.

Activities for students in the Residential Program include a Token Economy System in which students can earn real money as well as other activities outside the school including movies, cultural events, and community events. CCLC would be instrumental in providing activities more relevant to college and career readiness, cultural experiences including traditional drumming and storytelling, technology, and the arts including visual art and music.

Schedule of Operations

SCHOOL SERVED: SEQUOYAH HIGH SCHOOL

SCHOOL YEAR: January 7, 2013 to May 17, 2013
(Spring semester of Academic Year 2012-2013)

Number of weeks during the school year: 16

Activity	Time	Location	Monday	Tuesday	Wednesday	Thursday
Snack	3:15-3:30pm	Cafeteria	X	X	X	X
Exercise	3:30-3:45pm	Old Gym	X	X	X	X
Tutoring/ Enrichment	3:45-5:00pm	Classroom	X	X	X	X
Dinner	5:00-5:30pm	Cafeteria	X	X	X	X
Cultural/ Enrichment	5:30-7:15pm	Classroom	X	X	X	X

SUMMER-May 28, 2013 to June 20, 2013

Number of Weeks during the summer: 4

Activity	Time	Location	Monday	Tuesday	Wednesday	Thursday
Breakfast	8:00-8:30am	Cafeteria	X	X	X	X
Exercise		Old Gym	X	X	X	X
Enrichment/ Tutoring		School Facilities	X	X	X	X

Participants Served Chart

Name of Site	Designation School Status	% Free or Reduced Lunch	Estimated # of Students to be Served	# of Family Members to be Served	Grade Level to be Served
Sequoyah	Made AYP	31%	50-60	15 Adults	9-12

Appendix III – 21st CCLC Budget Worksheet
(complete one for each center site)

ADD	Roxanne Brown
ELO	Catherine Fatheree
Name of School	Sequoyah School
Grant Name	CHOICES
Award Number	
Project Start Date	1/7/13
Project End Date	6/30/13

PREVIOUS SCHOOL YEAR ALLOCATION	0
EXPENDED PREVIOUS SY ALLOCATION	0
TOTAL CARRYOVER AVAILABLE	\$0.00
CURRENT SCHOOL YEAR ALLOCATION	0
TOTAL AVAILABLE	\$0.00

LINE ITEMS	DESCRIPTION	AMOUNT	TOTAL
Direct Instruction			
Personnel Services			\$ 105,000
			-
Project Director		28,000	28,000
6 Certified Staff	157 days X \$25/hour X 2 hours/week	47,100	47,100
2 non-certified Staff	157 days X \$15/hour X 2 hours/week	9,420	9,420
Summer Session			
8 Certified Staff	16 days X \$25/hour x 4 days/week	12,800	12,800
8 Non-certified Staff	16 days X \$15/hour x 4 days/week	7,680	7,680
Employee Benefits			\$ 26,250
			-
	25%		
Professional Development			\$
			-

Purchased Services			\$ 7,600
			-
International Center of Leadership		7,600	
Equipment			\$
			-
	N/A		
Materials and Supplies			\$ 8,474
			-
Consumable Program Supplies		8,474	
Other Expenses:			\$ 11,000
			-
Educational Trips		4,500	4,500
Participant Incentives		6,500	6,500
Instructional Support			
Personnel Services			\$
			-
Employee Benefits			\$
			-
	25%	\$	
		-	
Professional Development			\$ 5,910
			-
Staff travel	CCLC Regional Training	2,500	2,500
Staff travel	CCLC National Training	3,410	3,410
Purchased Services			\$ 2,500
			-
Project Evaluator		2,500	
Equipment			\$
			-

APPENDIX VII: Assurance Form

Assurances for BIE 21st CCLC

By my signature below, I agree, upon the approval of the project application by the BIE, to accept and perform the following requirements:

- The program will complete and participate in the Profile and Performance Information Collection Survey (PPICS) data collection and electronic information gathering instrument on 21st CCLC programs administered by the U.S. Department of Education for federal reporting purposes.
- Program data about my program will be entered through the Native Star 21st CCLC File Cabinet on a monthly, quarterly or annually basis as required.
- The program will take place in a safe and easily accessible facility, all staff will have demonstrated competency in all BIE required safety and emergency preparedness mandates. All records will be on file and updated annually.
- The program will be developed and will be implemented in active collaboration with school staff, students, parents/caregivers and BIE Education Line Offices, and the BIE SEA 21st CCLC Director. The community was given notice of the applicant's intent to submit an application; the applicant will provide opportunities for public review of the application after submission;
- All federal funds not expended or used during the grant period will be returned to the BIE 21st CCLC office within 30 days of notice along with full disclosure of expenditures and expenses associated with the program.
- The paid staff time through the 21st CCLC funding shall be fully dedicated to the 21st CCLC program. A full time coordinator of the 21st CCLC program is limited to 15 hours maximum per week during the official school day.
- All activities funded by 21st CCLC funding will occur before and after the regular day school activities or on breaks and/or weekends or during a structured summer learning program.
- Tribal indirect costs will not be allowed throughout the life of the grant.
- Agreements with partners for in-kind services will be documented in writing with a Memorandum of Understanding and be available for any audits, monitoring, or on-site visits.
- The program will abide by the provisions set out in NCLB and their grant application as approved by the BIE. The grant may be officially modified in writing by a process specified by the BIE.
- Funds will not supplant Federal, State, local, or non-Federal funds;
- All documentation requirements and reporting deadlines for the grant will be met.
- School and/or dormitory officials will ensure funds are accounted for using Generally Accepted Accounting Practices (GAAP).

Leroy Qualls, Superintendent, Sequoyah High School

Typed Name and Title of Authorized Representative


Signature of Authorized Representative

1/10/2013

Date

Job Description

Project Director

Qualifications:

1. A minimum of a bachelors degree in education and a minimum of 2 years teaching experience
2. Certification by the Oklahoma state Department of Education for secondary education
3. The following skills and attributes
 - a. Computer
 - b. Management
 - c. Interpersonal Communication
 - d. Public Speaking
 - e. Supervision of staff
 - f. Organizational
 - g. Flexibility

Responsibilities

1. Directs day-to-day operations
2. Recruits, hires, trains, and supervises program staff
3. Provides understanding of programs to community organizations
4. Enforces policies set by school board
5. Prepares preliminary annual budget and submits to superintendent
6. Manages financial resources and makes report to superintendents
7. Maintains enrollment and attendance records
8. Reports to advisory committee on all relevant program activity
9. Implements the highest principles of secondary education and college preparation
10. Maintains compliance with licensing, exemption, and accreditation standard
11. Endeavors to resolve disputes as they arise
12. Coordinates programming with partners
13. Assists superintendent and school board in seeking opportunities



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Office of the Chief

Bill John Baker
Principal Chief
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S. Joe Crittenden
Deputy Principal Chief
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January 16, 2013

Leroy Qualls, Superintendent
Sequoyah High School
PO Box 520
Tahlequah, OK 74465

Dear Mr. Qualls:

The Cherokee Nation supports Sequoyah High School's 21st Century Learning Program grant. The Cherokee Nation is committed to promoting the academic, social, and cultural skills that this program, through student activities, will enhance at Sequoyah High School.

We can provide services to support this valuable program and the Cherokee Nation is prepared to lend staff and other personnel to serve as student mentors. We hope the 21st Century Learning Program will not only enhance educational and social opportunities for our students, but will also improve student behaviors and attitudes as they pursue academic success.

The Cherokee Nation looks forward to partnering with Sequoyah High School and providing advanced opportunities for students through the 21st Century Learning Program. Please contact me if you have any questions or concerns.

Sincerely,

Bill John Baker
Principal Chief
Cherokee Nation



United States Department of the Interior

BUREAU OF INDIAN EDUCATION

Oklahoma Area Education Office

200 N. W. 4th Street, Suite 4049

Oklahoma City, OK 73102

(405) 605-6051

Fax (405) 605-6057

IN REPLY REFER TO:

November 19, 2012

TO: Bureau of Indian Education
FROM: Oklahoma Area Education Office
RE: 21st Century, 2012-13 Application

This letter is written in support of Sequoyah high School, Oklahoma Area. We can give assurance that Sequoyah High School and staff will comply with all of the stated requirements of the 21st Century Learning Centers Program Grant, will follow the guidelines with financial integrity, and adhere to the regulations of the grant application.

Please contact this office if you have any questions.

C. J. Gathereau, acting ELO

ADMINISTRATION GRANT CONTRACT
SUBMISSION SUMMARY

CN Program/Department: Sequoyah High School

Grant/Contract Due Date: 01/04/13

Grant Title and Agency: 21st Century Learning Center - Office of Elementary and Secondary Education

Description:

The 21st Century Learning Centers grant will provide Sequoyah High School students with programming and teaching strategies that will help catch up growth needed to be on grade level while providing opportunities to experience enriching programs. This program in specific will be provided after school and will link the school day for homework, tutoring, intervention and enrichment.

Outcome expressed numerically

Performance Measure tracking - Accusess PLATO for on grade levelness
Number of Students Family Members Participating

Student Achievement Reports - Number of Students on the D and F lists
Number of Students passing EOI Tests

Budget Reconciliation - As required by Cherokee Nation Financial Dept.

Federal Reporting - As required by BIE and Department of Education

Approved For Submission:


Lacey A. Howell, Treasurer


Reva Crawford, Solutions



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SEQUOYAH SCHOOLS
School of Choice



P.O. Box 520 • Tahlequah, OK 74465
918-453-5400 • 1-888-467-4746

Leroy Qualls
Superintendent

Jolyn Rose
Principal

Holly Davis
Elementary Principal

Bill John Baker
Principal Chief

S. Joe Crittenden
Deputy Principal Chief

January 14, 2013

Leroy Qualls, Superintendent
Sequoyah High School
PO Box 520
Tahlequah, OK 74465

Dear Mr. Qualls:

I am pleased to partner with Sequoyah High School in a way that we have not partnered before. We at Tsalagi Tsunadeloquasdi – Cherokee Nation Language Charter School – gladly offer support for Sequoyah High School in the 21st Century Community Learning Center grant. We would be pleased to partner with them to provide service learning opportunities for the students.

As a Cherokee language immersion school in which only Cherokee is spoken during the school day, we do not have many opportunities for non-staff members to work with our students. Through the partnership that we will establish via this learning center grant, we can develop activities that will enhance educational and cultural experiences of our elementary students and Sequoyah High School students. Those high school students who are speakers or learners of Cherokee could spend time during the school day with our language immersion students, enhancing their skills and making opportunities for our students to act as language teachers. After school, when English can be spoken, the high school students can act as mentors and tutors and assist with school work and cultural activities.

I firmly believe that this program will be beneficial to both our elementary and high school students. I am committed to doing whatever I can in my position as principal to ensure the success of this partnership.

Sincerely,

Holly Davis, Principal
Tsalagi Tsunadeloquasdi



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SEQUOYAH SCHOOLS
School of Choice



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Bill John Baker
Principal Chief

S. Joe Crittenden
Deputy Principal Chief

January 11, 2013

Leroy Qualls, Superintendent
Sequoyah High School
PO Box 520
Tahlequah, OK 74465

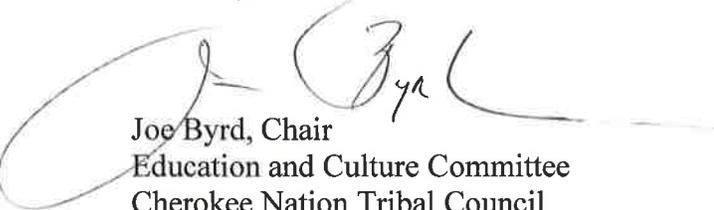
Dear Mr. Qualls:

As chair of the Education and Culture Committee on the Cherokee Nation Tribal Council, I am pleased to offer support for Sequoyah High School in the 21st Century Community Learning Center grant. I am particularly interested in promoting the academic and cultural skills that this program will provide for your students.

I am prepared to offer the support of the Education and Culture Committee for this valuable educational program. The committee values the education of our children and will provide any resources at our disposal in order to strengthen our students' education and cultural experiences.

As a former educator, I believe that this quality program will not only enhance academic and social opportunities for the students of Sequoyah but will also enhance behaviors and attitudes in relation to academic achievement. The program will provide additional opportunities for students to explore their culture and heritage while preparing them for the world beyond high school. I look forward to assisting with this program if Sequoyah High School is selected for funding. Please contact me if I can provide additional information.

Sincerely,


Joe Byrd, Chair
Education and Culture Committee
Cherokee Nation Tribal Council



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Office of the Chief

Bill John Baker
Principal Chief
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S. Joe Crittenden
Deputy Principal Chief
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January 14, 2013

Leroy Qualls, Superintendent
Sequoyah High School
PO Box 520
Tahlequah, OK 74465

Dear Mr. Qualls:

I am writing this letter of support for the Sequoyah Schools 21st Century Learning Program grant on behalf of the Cherokee Language Program of the Cherokee Nation. The goal of the Cherokee Language Program is to serve as a resource and support programs and citizens of the Cherokee Nation to teach and preserve our Cherokee culture and language. We look forward to offering our support and agree to partner with Sequoyah Schools in this grant. Our youth are our future and it is they who will carry our language and heritage forward into the next generation. We feel it is important to support any efforts of learning our culture and language.

The Cherokee Language Program will collaborate with after-school programming by providing resources related to language/cultural enrichment and enhancement. Our partnership will allow us to bring Cherokee speakers and teachers to educate students and staff on speaking, reading and writing in the Cherokee language. The knowledge of our Cherokee elders is invaluable and we are happy to have the opportunity to bring the generations together to share and learn. Youth who are knowledgeable about their language and culture have much higher rates of success and personal self-worth as they truly know their identity. We will look forward to helping improve the academic success of the Native American students attending Sequoyah Schools.

We look forward to partnering with Sequoyah Schools and providing these opportunities for students. Please contact me if you have any questions or concerns.

Respectfully Submitted,

Dennis Sixkiller, Cherokee Translator
Office of Translation
Cherokee Nation
Tahlequah, Oklahoma



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Office of the Chief

Bill John Baker
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S. Joe Crittenden
Deputy Principal Chief
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January 15, 2013

Leroy Qualls, Superintendent
Sequoyah High School
PO Box 520
Tahlequah, OK 74465

Dear Mr. Qualls:

The Healthy Nations program of Cherokee Nation is pleased to offer support and partnership with Sequoyah High School in the 21st Century Learning Program grant. Our office is particularly interested in promoting and providing services in the health, wellness, prevention and social service activities that this program will enhance.

We can provide outreach services to schools and communities, including wellness activities, health fairs, smoking and tobacco cessation classes in support of this valuable educational program. We are also prepared to extend membership to the Cherokee Challenge, WINGS running club, the community recreation center, summer youth fitness camps and other culturally appropriate education activities.

We strongly believe that this quality program will not only enhance academic and social opportunities for the students of Sequoyah but will also enhance behaviors and attitudes in relation to academic achievement. A healthy student is a good student. We look forward to partnering with Sequoyah High School and providing these opportunities for students. Please contact me if you have any questions or concerns.

Sincerely,

Julie Deerinwater-Anderson, MPH, CHES
Primary Prevention Program Coordinator
Cherokee Nation Healthy Nation Program



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Office of the Chief

Bill John Baker
 Principal Chief
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S. Joe Crittenden
 Deputy Principal Chief
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November 19, 2012

Superintendent Leroy Qualls
 Sequoyah Schools
 P.O. Box 520
 Tahlequah, OK 74465-0948

RE: 21st Century Community Learning Center Grant

Dear Superintendent Qualls:

On behalf of the Cherokee Nation's TsaLaGi Cultural Center, which is part of the Education Department, I am happy to write a letter of commitment to Sequoyah High School's efforts in the creation of a 21st Century Community Learning Center, which will benefit the academic and cultural learning needs of the Native American students completing their high school education.

Since Sequoyah Schools is a tribally controlled school and is part of the Cherokee Nation, your program will have support and assistance with any of our resources that are requested to serve the needs of the Cherokee students.

We are very pleased to be included in your plans to address the importance of art, culture, language, history and traditional aspects that affect the self-actualization of our young people. As stated before, you only need to make a request and one of our specialists will be glad to assist you in your cultural teaching needs.

Student's parents are invited to benefit from the learning and mentoring sessions as well. The old and the young benefit from the traditions, customs, life ways and history embedded in our traditional Cherokee language and keeping this tradition alive by encouraging our youth to carry it forward is essential for our nation.

We look forward to working with you and participating further on the 21st Century projects ongoing development and success. Please feel free to contact me if you have additional needs, questions, or concerns.

Sincerely,

Bill Andoe, Director of Arts and Culture
 TsaLaGi Resource Center



Federally Recognized
October 3, 1950

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George Wickliffe
Chief

Charles Locust
Assistant Chief

Joyce Hawk
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Illinois District

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Saline District

Barry Dotson
Sequoyah District

Betty Holcomb
Tahlequah District

United Keetoowah Band Of Cherokee Indians in Oklahoma Education Department

P.O. Box 746 • Tahlequah, OK 74465
2450 S. Muskogee • Tahlequah, OK 74464
Phone: (918) 456-8698 • Fax: (918) 453-1267
Toll Free: 1-800-259-0093
www.ukb-nsn.gov

Susan Adair
Interim Director of Education

January 11, 2013

Leroy Qualls, Superintendent
Sequoyah Schools
P.O. Box 580
Tahlequah, OK 74465

Dear Mr. Qualls;

The United Keetoowah Band of Cherokees Department of Education is writing this letter of support for Sequoyah Schools 21st Century Learning Center Grant. A great many of the students attending Sequoyah Schools are members of our tribe and we are happy to support any services or endeavors that increase the likelihood of our young Cherokee youth graduation from high school and choosing to further their educations by going on into college.

Our department of education services commits to working closely with the staff at Sequoyah to achieve the goals and objectives of their 21st century. We strongly believe a cultural education is important and we will help identify and recruit presenters of Native American Art, and cultural activities.

We strongly believe that this quality program will not only enhance academic and social opportunities for the students of Sequoyah but will also enhance behaviors and attitudes in relation to academic achievement. We look forward to partnering with Sequoyah High School and providing these opportunities for students. Please contact me if you have any questions or concerns.

Respectfully Submitted,

Ms. Susan Adair



BOYS & GIRLS CLUB
OF TAHLEQUAH, OK, INC.

January 10, 2013

Leroy Qualls, Superintendent
Sequoyah High School
PO Box 520
Tahlequah, OK 74465

Dear Mr. Qualls:

The Boys & Girls Club of Tahlequah, Oklahoma is pleased to offer support and partnership with Sequoyah High School in the 21st Century Learning Program grant. Sequoyah School's goals are directly aligned with our services of identifying youth at risk of dropping out of school, helping youth create aspirations for the future, providing opportunities for career exploration and educational enhancement, and developing young people's capacity to engage in positive behaviors that nurture their own well-being, set personal goals and live successfully as self-sufficient adults.

Boys & Girls Club will collaborate with after-school programming by providing resources related to cultural enrichment and enhancement. Our partnership will provide services and materials in support of this valuable educational program. We are also prepared to share ideas, resources, and training to create a healthy learning environment to improve the academic success of the Native American students attending Sequoyah High School.

We look forward to partnering with Sequoyah High School and providing these opportunities for students. Please contact me if you have any questions or concerns.

Respectfully Submitted,

Janice Randall
Chief Professional Officer
Boys & Girls Club of Tahlequah
Tahlequah, Oklahoma



CENTER FOR
Rural Health

**CENTER
FOR HEALTH
SCIENCES**

1111 West 17th Street
Tulsa, Oklahoma 74107-1898
(918) 584-4310
Fax (918) 584-4391

Oklahoma Office of Rural Health
One Western Plaza
5500 North Western Avenue, Suite 278
Oklahoma City, Oklahoma 73118-4012
(405) 840-6500
Fax (405) 842-9302
<http://ruralhealth.okstate.edu>

November 19, 2012

Leroy Qualls, Superintendent
Sequoyah High School
PO Box 520
Tahlequah, OK 74465

Regarding: Letter of Support

Dear Superintendent Qualls:

Oklahoma State University's (OSU) Center for Health Sciences through the OSU Center for Rural Health is pleased to offer support and partnership with Sequoyah High School in the 21st Century Learning Program grant. Our universities mission is to train primary care physicians for rural and underserved Oklahoma so we are particularly interested in promoting the academic, social, health, and cultural skills that this program will enhance in the hopes that interested and qualified students will someday consider a career in the health care field, and more specifically, in osteopathic medicine.

We can provide educational and staff support of this valuable program. Our Center for Rural Health (Center) has a regional coordinator who resides and works in Tahlequah and through her we can offer the following:

- She can arrange for medical students to visit your campus and present information on becoming an osteopathic physician in your classrooms
- Further she can work with the school to set up tours of our osteopathic educational pathways to interested students from your school:
 - Oklahoma State University College of Osteopathic Medicine, Tulsa, Oklahoma
 - Tahlequah City Hospital family medicine residency programs in Tahlequah that could also include the W.W. Hastings Hospital that is affiliated with the residency
- She could work through our research staff here at the Center who would willingly assist your school regarding any future grant requests with services that might be beneficial such as data research and mapping

Page 2

We strongly believe that this quality program will not only enhance academic and social opportunities for the students of Sequoyah but will also enhance behaviors and attitudes in relation to academic achievement.

We look forward to partnering with Sequoyah High School and providing these opportunities for students. Please contact me if you have any questions or concerns.

Respectfully,



William J. Pettit, D.O.
Associate Dean for Rural Health
Associate Professor of Family Medicine

Enc: Business Card

CC: File



Division of Agriculture • Oklahoma State University
Cherokee County • 908 S. College • Tahlequah, OK 74464
(918) 456-6163 • Fax (918) 458-6528

November 19, 2012

Leroy, Qualls, Superintendent.
Sequoyah Schools
PO Box 520
Tahlequah, OK 74465

Dear Mr. Qualls:

The Cherokee County OSU Cooperative Extension Service is pleased to offer our support in the 21st Century Community Learning Centers for Sequoyah Schools. The Cherokee County OSU Extension Educators have a long history of working with the schools in Cherokee County and are looking forward to this opportunity.

The Cherokee County OSU Cooperative Extension Service can help meet the objectives you are pursuing by providing quality, research-based programs to enhance the 21st Century Community Learning Center Program. In today's world of changing family structures, values and situations, life skills are very important. Extension Educators can work in the after-school setting by providing a variety of teaching methods that focus on life-skill development and decision-making skills.

As Family and Consumer Science educator, I am especially interested in promoting healthy lifestyles including nutrition, wellness and financial fitness for youth and young adults. A healthy lifestyle implies that a child is well-rounded, makes wise choices and has a positive attitude. It also increases their chances of a healthy future for themselves and their families.

The Extension Service is willing to provide a variety of programs relating to health, nutrition and wellness, money management, as well as teamwork and conflict resolution for youth. Please contact the Cherokee County Extension Office at 918-456-6163 to schedule programs for the upcoming school year.

Sincerely,

A handwritten signature in black ink that reads "Heather Winn".

Heather Winn
Extension Educator,
FCS/4-H Youth Development
Cherokee County



**NORTHEASTERN
STATE UNIVERSITY**

November 19, 2012

Leroy Qualls, Superintendent
Sequoyah High School
PO Box 520
Tahlequah, OK 74465

Dear Mr. Qualls:

The Tahlequah Community Campus Coalition, a program currently supported by the Northeast Area Health Education Center is pleased to offer support in partnership with Sequoyah High School in the 21st Century Learning Program grant. As the chair of the TCCC, I regularly interact with many representatives from area educational, health care training and service providers as well as community and educational leaders.

The TCCC has provided a setting for interactions between community, business and service organizations to sit around the table with educational and medical professionals to investigate ways that rural communities such as Tahlequah could attract and keep health care providers. The NEAHEC staff and local volunteers have been meeting monthly for two years to share information and build linkages that will sustain this work into the future. Health career exploration clubs at area schools is part of the strategy and seems to be a vehicle to help young people find out if a health career might be in their future.

Sequoyah High School was an early member of the TCCC by providing representation as well as hosting coalition meetings. We look forward to our continued partnering with Sequoyah High School. Please contact me if you have any questions or need additional information.

Sincerely,

Craig Clifford
Professor of Biology and TCCC Chair



**NORTHEASTERN
STATE UNIVERSITY**

November 19, 2012

Leroy Qualls, Superintendent
Sequoyah High School
PO Box 520
Tahlequah, OK 74465

Dear Mr. Qualls:

The PreProfessional Health Program at Northeastern State University is pleased to offer support in partnership with Sequoyah High School in the 21st Century Learning Program grant. Our office is particularly interested in promoting the academic, social, and cultural skills that this program will enhance. As the PPH Advisor for NSU, I interact with many students who want to pursue a health career field.

I am willing to provide opportunities that expose the students to aspects of their future careers by unique experiences in anatomy and physiology. Additionally, through our PreProfessional Health Club and mentors from the club membership, there is the potential for one-on-one relationships to help the students navigate the many aspects of preparation, application and completion of a health care career.

We strongly believe that this quality program will not only enhance academic and social opportunities for the students of Sequoyah but will also enhance behaviors and attitudes in relation to academic achievement. We look forward to partnering with Sequoyah High School and providing these opportunities for students. Please contact me if you have any questions or need additional information.

Sincerely,

Craig Clifford
Professor of Biology and PreProfessional Health Advisor

EOI TRACKING 2009-2010

End of Instuction WINTER/2009-2010													
Test	Total Tested	Advanced		Satisfactory		Limited Knowledge		Unsatisfactory		PASS		FAIL	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ALGEBRA I	51	9	18%	31	61%	8	16%	3	6%	40	78%	11	22%
ALGEBRA II	43	4	9%	29	67%	5	12%	5	12%	33	77%	10	23%
GEOMETRY	34	4	12%	23	68%	6	18%	1	3%	27	79%	7	21%
BIOLOGY I	36	8	22%	14	39%	12	33%	2	6%	22	61%	14	39%
ENGLISH II	40	13	33%	22	55%	5	13%	0	0%	35	88%	5	12%
ENGLISH III	35	12	34%	20	57%	3	9%	0	0%	32	91%	3	9%
U.S. HISTORY	44	10	23%	22	50%	10	23%	2	5%	32	73%	12	27%
TOTAL TESTED	283	60	21%	161	57%	49	17%	13	5%	221	78%	62	22%

End of Instuction SPRING /2009-2010													
Test	Total Tested	Advanced		Satisfactory		Limited Knowledge		Unsatisfactory		PASS		FAIL	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ALGEBRA I	45	0	0%	6	13%	21	47%	18	40%	6	13%	39	87%
ALGEBRA II	39	12	31%	21	54%	4	10%	2	5%	33	85%	6	15%
GEOMETRY	27	4	15%	17	63%	5	19%	1	4%	21	78%	6	22%
BIOLOGY I	57	10	18%	20	35%	18	32%	9	16%	30	53%	27	47%
ENGLISH II	40	11	28%	25	63%	4	10%	0	0%	36	90%	4	10%
ENGLISH III	39	4	10%	33	85%	0	0%	2	5%	37	95%	2	5%
U.S. HISTORY	29	3	10%	17	59%	8	28%	1	3%	20	69%	9	31%
TOTAL TESTED	276	44	16%	139	50%	60	22%	33	12%	183	66%	93	34%

EOI TOTALS 2009-2010													
Test	Total Tested	Advanced		Satisfactory		Limited Knowledge		Unsatisfactory		PASS		FAIL	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ALGEBRA I	96	9	9%	37	39%	29	30%	21	22%	46	48%	50	52%
ALGEBRA II	82	16	20%	50	61%	9	11%	7	9%	66	80%	16	20%
GEOMETRY	61	8	13%	40	66%	11	18%	2	3%	48	79%	13	21%
BIOLOGY I	93	18	19%	34	37%	30	32%	11	12%	52	56%	41	44%
ENGLISH II	80	24	30%	47	59%	9	11%	0	0%	71	89%	9	11%
ENGLISH III	74	16	22%	53	72%	3	4%	2	3%	69	93%	5	7%
U.S. HISTORY	73	13	18%	39	53%	18	25%	3	4%	52	71%	21	29%
TOTAL TESTED	559	104	19%	300	54%	109	19%	46	8%	404	72%	155	28%

EOI TRACKING 2010-2011

End of Instruction WINTER/2010

Test	Total Tested		Advanced		Satisfactory		Limited Knowledge		Unsatisfactory		PASS		FAIL		Median OPI Score
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
ALGEBRA I	40		7	18%	18	45%	13	33%	2	5%	25	63%	15	38%	718
ALGEBRA II	55		7	13%	32	58%	9	16%	7	13%	39	71%	16	29%	721
GEOMETRY	41		1	2%	24	59%	15	37%	1	2%	25	61%	16	39%	706
BIOLOGY I	32		5	16%	13	41%	11	34%	3	9%	18	56%	14	44%	699
ENGLISH II	45		11	24%	27	60%	7	16%	0	0%	38	84%	7	16%	750
ENGLISH III	49		20	41%	25	51%	3	6%	1	2%	45	92%	4	8%	772
U.S. HISTORY	48		13	27%	20	42%	13	27%	2	4%	33	69%	15	31%	710
TOTAL TESTED	310		64	21%	159	51%	71	23%	16	5%	223	72%	87	28%	725

End of Instruction SPRING /2011

Test	Total Tested		Advanced		Satisfactory		Limited Knowledge		Unsatisfactory		PASS		FAIL		Median OPI Score
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
ALGEBRA I	33		2	6%	11	33%	17	52%	3	9%	13	39%	20	61%	695
ALGEBRA II	42		7	17%	12	29%	8	19%	15	36%	19	45%	23	55%	687
GEOMETRY	44		4	9%	23	52%	14	32%	3	7%	27	61%	17	39%	709
BIOLOGY I	57		8	14%	26	46%	18	32%	5	9%	34	60%	23	40%	700
ENGLISH II	37		4	11%	26	70%	7	19%	0	0%	30	81%	7	19%	729
ENGLISH III	28		3	11%	17	61%	6	21%	2	7%	20	71%	8	29%	728
U.S. HISTORY	33		13	39%	10	30%	8	24%	2	6%	23	70%	10	30%	710
TOTAL TESTED	274		41	15%	125	46%	78	28%	30	11%	166	61%	108	39%	708

EOI TOTALS 2010-2011

Test	Total Tested		Advanced		Satisfactory		Limited Knowledge		Unsatisfactory		PASS		FAIL		Median OPI Score
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
ALGEBRA I	73		9	12%	29	40%	30	41%	5	7%	38	52%	35	48%	707
ALGEBRA II	97		14	14%	44	45%	17	18%	22	23%	58	60%	39	40%	704
GEOMETRY	85		5	6%	47	55%	29	34%	4	5%	52	61%	33	39%	708
BIOLOGY I	89		13	15%	39	44%	29	33%	8	9%	52	58%	37	42%	700
ENGLISH II	82		15	18%	53	65%	14	17%	0	0%	68	83%	14	17%	740
ENGLISH III	77		23	30%	42	55%	9	12%	3	4%	65	84%	12	16%	750
U.S. HISTORY	81		26	32%	30	37%	21	26%	4	5%	56	69%	25	31%	710
TOTAL TESTED	584		105	18%	284	49%	149	26%	46	8%	389	67%	195	33%	717

EOI TRACKING 2011-2012

End of Instuction WINTER/2011

Test	Total Tested	Advanced		Satisfactory		Limited Knowledge		Unsatisfactory		PASS		FAIL		Median OPI Score
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
ALGEBRA I	10	0	0%	7	70%	3	30%	0	0%	7	70%	3	30%	712
ALGEBRA II	30	6	20%	14	47%	6	20%	4	13%	20	67%	10	33%	722
GEOMETRY	68	11	16%	46	68%	11	16%	0	0%	57	84%	11	16%	733
BIOLOGY I	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ENGLISH II	44	11	25%	31	70%	2	5%	0	0%	42	95%	2	5%	780
ENGLISH III	55	8	15%	41	75%	4	7%	2	4%	49	89%	6	11%	748
U.S. HISTORY	32	1	3%	15	47%	14	44%	2	6%	16	50%	16	50%	698
TOTAL TESTED	239	37	15%	154	64%	40	17%	8	3%	191	80%	48	20%	732

End of Instuction SPRING /2012

Test	Total Tested	Advanced		Satisfactory		Limited Knowledge		Unsatisfactory		PASS		FAIL		Median OPI Score
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
ALGEBRA I	43	3	7%	22	51%	18	42%	0	0%	25	58%	18	42%	708
ALGEBRA II	37	5	14%	21	57%	6	16%	5	14%	26	70%	11	30%	707
GEOMETRY	39	1	3%	24	62%	12	31%	2	5%	25	64%	14	36%	699
BIOLOGY I	87	10	11%	50	57%	25	29%	2	2%	60	69%	27	31%	724
ENGLISH II	33	2	6%	26	79%	5	15%	0	0%	28	85%	5	15%	741
ENGLISH III	23	0	0%	20	87%	3	13%	0	0%	20	87%	3	13%	737
U.S. HISTORY	40	6	15%	20	50%	11	28%	3	8%	26	65%	14	35%	699
TOTAL TESTED	302	27	9%	183	61%	80	26%	12	4%	210	70%	92	30%	716

EOI TOTALS 2011-2012

Test	Total Tested	Advanced		Satisfactory		Limited Knowledge		Unsatisfactory		PASS		FAIL		Median OPI Score
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
ALGEBRA I	53	3	6%	29	55%	21	40%	0	0%	32	60%	21	40%	710
ALGEBRA II	67	11	16%	35	52%	12	18%	9	13%	46	69%	21	31%	715
GEOMETRY	107	12	11%	70	65%	23	21%	2	2%	82	77%	25	23%	716
BIOLOGY I	87	10	11%	50	57%	25	29%	2	2%	60	69%	27	31%	724
ENGLISH II	77	13	17%	57	74%	7	9%	0	0%	70	91%	7	9%	761
ENGLISH III	78	8	10%	61	78%	7	9%	2	3%	69	88%	9	12%	743
U.S. HISTORY	72	7	10%	35	49%	25	35%	5	7%	42	58%	30	42%	699
TOTAL TESTED	541	64	12%	337	62%	120	22%	20	4%	401	74%	140	26%	724

PRINCIPAL
SEQUOYAH HIGH SCHOOL
HWY 62 SOUTH
PO BOX 520
TAHLEQUAH, OK 74465



222230956



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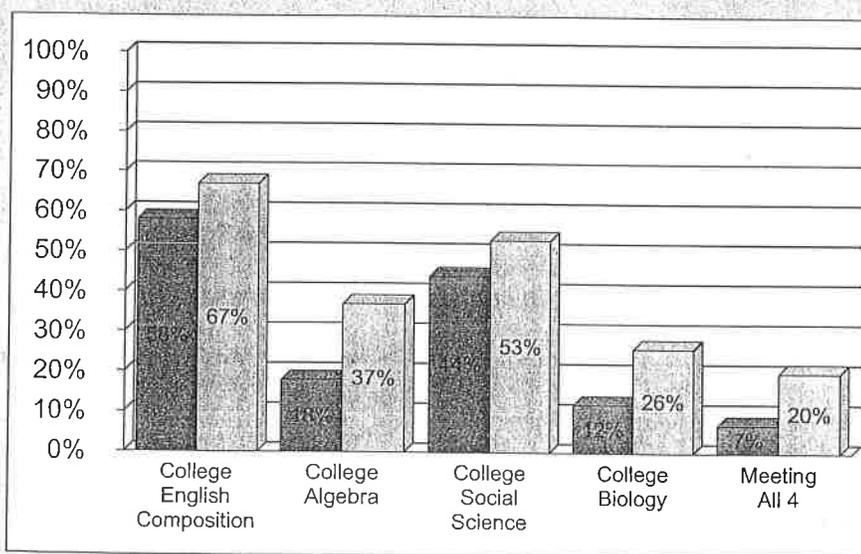
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2008	84	27,131	16.0	20.5	16.8	19.8	17.9	21.4	16.5	20.4	16.9	20.7
2009	56	27,054	18.8	20.5	18.1	19.9	19.6	21.4	17.5	20.5	18.6	20.7
2010	78	28,343	16.8	20.4	17.7	19.9	18.0	21.2	17.8	20.6	17.7	20.7
2011	66	28,223	17.6	20.5	17.5	19.9	18.9	21.3	16.5	20.6	17.8	20.7
2012	73	29,342	18.7	20.4	18.2	20.1	19.9	21.3	18.5	20.6	18.9	20.7

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- * English Composition: 18 on ACT English Test
- * Algebra: 22 on ACT Mathematics Test
- * Social Science: 21 on ACT Reading Test
- * Biology: 24 on ACT Science Test

Your School
 State

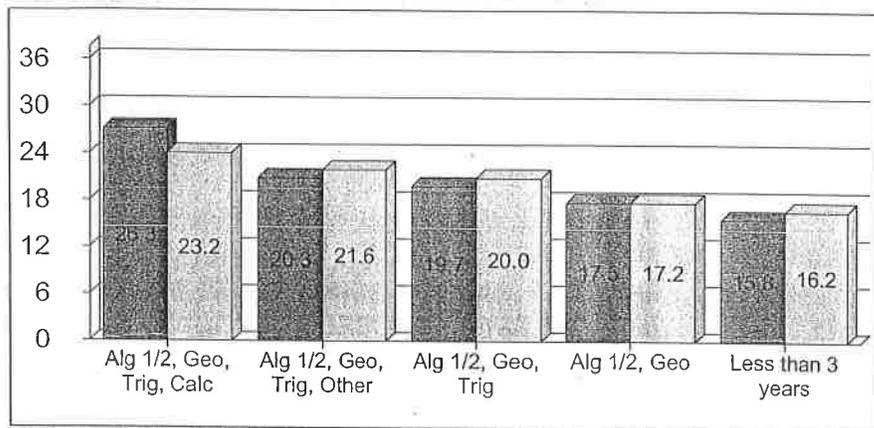
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for: SEQUOYAH HIGH SCHOOL

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

Figure 2. Average ACT Mathematics Scores by Course Sequence

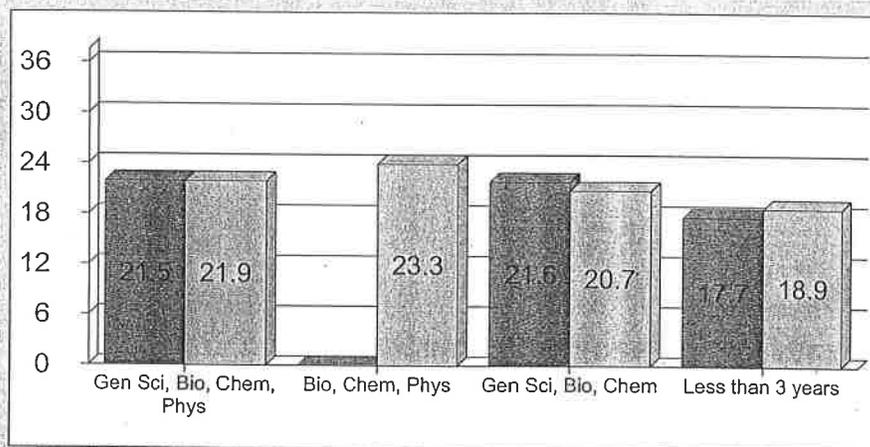


Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Your School
 State

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

Your School
 State

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

1. **Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
2. **Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
3. **Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
4. **Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
5. **Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact your ACT Regional Director at 512-320-1850 or email Austin@act.org.



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SEQUOYAH SCHOOLS
School of Choice



P.O. Box 520 • Tahlequah, OK 74465
918-453-5400 • 1-888-467-4746

Leroy Qualls
Superintendent

Jolyn Rose
Principal

Holly Davis
Elementary Principal

Bill John Baker
Principal Chief

S. Joe Crittenden
Deputy Principal Chief

November 26, 2012

TO: Bureau of Indian Education
FROM: Carol Young, Dorm Administrator
Sequoyah Schools
Cherokee Nation of Oklahoma
RE: 21st Century, 2012-13 Application

This letter is written in support of Sequoyah Schools 21st Century Community Learning Centers grant application. The Sequoyah Schools Residential Dorms gives full assurances that the Residential Staff will comply all of the stated requirements of the 21st Century Learning Centers Program Grant, will follow the guidelines with financial integrity, and adhere to the regulations of the grant application. Please feel free to contact me if you should have any further questions.

Carol Young, Dorm Administrator

School of Choice